

**Spring 3rd Grade  
Statewide Norm-Referenced Testing Program  
Reading Test**

**UTAH STATE  
OFFICE OF**



**EDUCATION**

**UTAH  
PERFORMANCE ASSESSMENT  
SYSTEM FOR STUDENTS**

**THE IOWA TESTS®**

2008/2009

## Who to Contact

**The first contact should be the *district assessment director*.**

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**Purpose of This Guide**

The *Test Coordinator's Guide* provides important information that will help ensure the success of the Spring 3<sup>rd</sup> grade ITBS<sup>®</sup> Reading Test for all students, teachers, parents, schools, and districts.

This *Test Coordinator's Guide* provides the following:

- An overview of the testing program
- Guidelines for implementing the testing program
- Specific information necessary for ordering testing materials
- Instructions for completing student answer documents and preparing the completed answer documents for return to the Utah State Office of Education (USOE)
- Instructions for returning test booklets to the district office
- Instructions for returning answer documents to the USOE

**Purpose and History of This Testing Program**

The Utah legislature established the administration of a norm-referenced test (NRT) to Utah students in 1990. In 2000, the Utah legislature passed a bill that expanded the assessment and evaluation of student performance. Under this legislation, the Utah legislature instituted the Utah Performance Assessment System for Students (U-PASS). At that time, the Utah legislature maintained the administration of an NRT for the previously set grade levels and added the administration of an NRT for grade 3. Mandatory participation of all districts and schools was continued. Further changes occurred to the U-PASS program in Spring 2007. As a result, the grade 11 NRT is no longer being administered. To assess reading statewide, the grade 3 reading NRT will be administered in the spring. The following grades will be assessed beginning in Fall 2007:

| GRADE | TIME OF YEAR TESTED            |
|-------|--------------------------------|
| 3     | Fall,<br>Spring (Reading Only) |
| 5     | Fall                           |
| 8     | Fall                           |

The results from an NRT serve to provide a measure of Utah public school performance in relation to the nation (i.e., the national norm group). Utah also participates in the National Assessment of Educational Progress (NAEP) with a sample of 2,500 students in grades 4 and 8, which provides a means of comparison to the nation and to other states.

As a complement to the NRTs, Utah student achievement is assessed in the spring by the administration of criterion-referenced tests in mathematics, language arts, and science. The Utah State Board of Education plans to continue the NRT element of the U-PASS program of assessment as described here, unless directed otherwise by the Utah legislature.

The *Iowa Tests of Basic Skills*® (*ITBS*®) Reading Test will be administered to students in Utah public schools at grade 3. Downloadable 3<sup>rd</sup> year practice tests are available on USOE Iowa website ([www.schools.utah.gov/assessment/info\\_iowa.aspx](http://www.schools.utah.gov/assessment/info_iowa.aspx)). In addition, a Braille form and a large-print form of the tests will be available.

### **Basic Information about the *Iowa Tests of Basic Skills*® (*ITBS*®)**

This program will use Level 9, Form C of the *ITBS* Survey Battery. Braille and large-print forms of *ITBS* are available for students with disabilities.

*ITBS* was designed to measure, within an efficient administration time, the broadest range of skills possible in an NRT. A recent comparison of the number of items and working times of the new version of *ITBS* with comparable nationally normed test batteries has shown that *ITBS* provides greater coverage of skill measurement in a similar amount of testing time.

The tests to be administered are outlined below. A score for each test and a composite score for the total test will be reported.

### Tests to Be Administered

| Grade | Time of Year | Level | Assessment  | Battery   | Subtests   |
|-------|--------------|-------|-------------|---|--|
| 3     | Fall         | 9     | <i>ITBS</i> | Survey Battery, with Social Studies and Science | Reading Vocabulary Comprehension   |
|       |              |       |             |   | Language   |
|       |              |       |             |   | Mathematics<br>Math Concepts and Problems<br>Math Estimation<br>Math Computation |
|       |              |       |             |   | Social Studies   |
|       |              |       |             |   | Science  |
| 3     | Spring       | 9     | <i>ITBS</i> | Reading Section                                 | Reading Vocabulary<br>Reading Comprehension                                      |
| 5     | Fall         | 11    | <i>ITBS</i> | Survey Battery, with Social Studies and Science | Reading Vocabulary Comprehension   |
|       |              |       |             |   | Language   |
|       |              |       |             |   | Mathematics<br>Math Concepts and Problems<br>Math Estimation<br>Math Computation |
|       |              |       |             |   | Social Studies   |
|       |              |       |             |   | Science  |
| 8     | Fall         | 14    | <i>ITBS</i> | Survey Battery, with Social Studies and Science | Reading Vocabulary Comprehension   |
|       |              |       |             |   | Language   |
|       |              |       |             |   | Mathematics<br>Math Concepts and Problems<br>Math Estimation<br>Math Computation |
|       |              |       |             |   | Social Studies   |
|       |              |       |             |   | Science  |

## Section 2

## 2008/2009 Spring Iowa Test Schedule

| NINE-MONTH (TRADITIONAL) SCHEDULE |                              |  |
|-----------------------------------|------------------------------|--|
| SPRING 2008                       | SPRING 2009                  | SCHEDULE OF TASKS  |
| Feb. 1– Mar. 31, 2008             | <i>Feb. 1- Mar. 31, 2009</i> | Ordering of additional test materials for nine-month traditional and year-round schools                                  |
| Mar. 10, 2008                     | <i>Mar. 10, 2009</i>         | Last date for districts to provide pre-print files to verify enrollment (i.e., to USOE Computer Services Move-It folder) |
| Apr. 16–May 15, 2008              | <i>Apr. 13- May 14, 2009</i> | <b>TEST ADMINISTRATION PERIOD</b>  |
| May 15, 2008                      | <i>May 14, 2009</i>          | Last date for completing makeup tests  |
| May 19-June 2, 2008               | <i>May 18-June 1, 2009</i>   | Schools return test booklets and answer documents to school district office  |
| June 2-6, 2008                    | <i>June 1-June 5, 2009</i>   | Districts return answer documents to the USOE  |

### Year-Round Schools Schedule

- Submit *pre-print* (enrollment) files to USOE Computer Services testing website (<https://cs.schools.utah.gov/assessment>) ten days prior to the expected date of receiving pre-printed answer documents.
- Tests are to be administered March 24-April 18, 2008 and March 23-April 17, 2009.
- Allow a two- to three-week period for test administration.
- Completed answer documents must be sent to the school district office soon after test administration is completed.
- The school districts must return the answer sheets for year-round schools at the same time as the nine-month schools' answer documents.



## Section 3

## Overview of the Tests

### Materials

***District Materials.*** The following test materials will be sent to school districts and charter schools as ordered for the 2008 and 2009 Spring administrations of The Iowa Reading Test®:

| Nine-Month Schools   | Year-Round Schools   | USOE Dept. Responsible   |
|--|--|--|
| Electronic summary of district packing lists                                     | Electronic summary of district packing lists                                     | USOE Dept. of Assessment   |
| Test Coordinator's Guide for The Iowa Tests                                      | Test Coordinator's Guide for The Iowa Tests                                      | USOE Dept. of Assessment   |
| Copies of Directions for Administration for the ITBS                             | Copies of Directions for Administration for the ITBS                             | USOE Dept. of Assessment   |
| ITBS (grade 3) test booklets   | ITBS (grade 3) test booklets   | USOE Dept. of Assessment   |
| Pre-printed and blank answer documents for ITBS (grade 3)                        | Pre-printed and blank answer documents for ITBS (grade 3)                        | USOE Dept. of Computer Services  |
| Pre-printed Building Identification Sheets and blank Class Identification Sheets | Pre-printed Building Identification Sheets and blank Class Identification Sheets | USOE Dept. of Computer Services  |
| Extra Building and Grade/Class Identification Sheets                             | Extra Building and Grade/Class Identification Sheets                             | USOE Dept. of Computer Services  |
| Practice tests   | Practice tests   | <a href="http://www.schools.utah.gov/assessment/info_iowa.aspx">www.schools.utah.gov/assessment/info_iowa.aspx</a> |

***School Materials.*** The following test materials, as ordered, will be sent to the district offices and charter schools to be forwarded to the school test coordinators:

**Main Shipment:**

**Packing list\***

**Grade 3 *ITBS* materials as ordered from the USOE Dept. of Assessment:**

- ITBS test booklets
- ITBS *Directions for Administration* manuals
- Test Coordinator's Guide*
- Braille Materials (if ordered)
- Large-Print Materials (if ordered)

**Grade 3 *ITBS* materials as ordered from the USOE Dept. of Computer Services:**

- Building and Grade/Class Identification Sheets
- ITBS Answer Documents (pre-printed and black)

\*This will be emailed to you from USOE Department of Assessment.

## **When to Test**

Administer the **Spring 2008 Reading *ITBS*** at grade 3 in all districts **April 16 to May 15, 2008**, and *ITBS* in grade 3 in districts with year-round schools March 24 to April 18, 2008.

Administer the **Spring 2009 Reading *ITBS*** at grade 3 in all districts **April 13 to May 14, 2009**, and *ITBS* in grades 3 in districts with year-round schools March 23 to April 17, 2009.

## **Who Is Included in Score Reports**

The scores of all students who take the tests will appear on the reports.

## **Security of Test Materials**

The NRTs and all of the materials associated with these tests are secure materials. It is important not to provide an opportunity for any student to have access to the tests and, thus, have an advantage over other students prior to the administration of the tests. Prior exposure to the NRTs would invalidate scores.

The materials associated with these tests may not be photocopied or reproduced in any other fashion, including paraphrasing. To do so is in violation of copyright law. The materials may not be provided to any person except those conducting the testing process and those being tested.

Test questions may not be taught in part or in whole prior to, during, or after testing. The answers to questions may not be provided to students verbally, in writing, or in any other fashion. Answers may not be erased or altered by anyone except the student during the course of taking the test.

**Educators and administrators must receive and acknowledge receipt of the Utah State Board of Education's requirement of the Ethics Training provided by districts using materials from USOE's Assessment section.** Information can be found at:  
[http://www.schools.utah.gov/assessment/district\\_administrators.aspx](http://www.schools.utah.gov/assessment/district_administrators.aspx).

All Form B materials of the *ITBS* are restricted by Riverside. They have never been and never will be sold, sampled, or distributed in any way within the state of Utah except as part of this contract. To ensure security, Riverside limits distribution of the state-selected test materials to superintendents, district assessment directors, and charter schools and will sell only Form A of the *ITBS* at those grades not included in the statewide assessment system.

Access to answer keys for the *Iowa Tests of Basic Skills* is not allowed.

After testing, school test coordinators are asked to account for and return ALL of the test booklets, practice tests, and *Directions for Administration* manuals to the school district office, where these materials must be stored in a secure location for the following year's administration.

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## Section 4

## General Procedures

District assessment directors will distribute the test materials to the school test coordinators. The school test coordinators will assist the building principals in providing physical security and proper administration of the test materials at the school site. They will administer the tests during the prescribed test administration period according to the procedures described in this *Test Coordinator's Guide* and the *Directions for Administration*.

At the conclusion of the test administration period, all test materials must be handled in accordance with state and district administration and security procedures. The school test coordinators will prepare the *ITBS* student booklets and answer documents for shipment to the district office. The district assessment directors will make certain that all test booklets have been returned to them from the schools participating in the testing program within their district and that all answer documents have been returned for delivery to Utah State Office of Education—Computer Services.

The USOE will scan and score the *ITBS* answer documents and provide all score reports. The district assessment directors will then distribute the reports to each school.

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## Section 5

# Instructions Prior to Test Administration for District Assessment Directors

### Inventory Test Materials

- Step 1.** Inventory the test materials immediately upon receipt, using the Principal's Checklist provided or a similar document.
- Step 2.** Request that the school test coordinators save the boxes in which materials were shipped and reuse them to store the test booklets at the district office after administration.
- Step 3.** If required, order large-print and Braille versions of the *ITBS*® from the USOE at <https://assessment.schools.utah.gov/usoeaa>.

### Prepare for Test Administration

- Step 1.** Review this *Test Coordinator's Guide* and the *Directions for Administration*.
- Step 2.** Develop a district schedule for test administration and return of test materials. Distribute the schedule to the school test coordinators.
- Step 3.** Distribute test materials to school test coordinators during the prescribed distribution period.
- Step 4.** Ensure that schools have sufficient materials. If ***additional test materials*** are needed, please contact Sarah Moore at 801.538.7862 or Erin Cotten at 801.538.7947 at the USOE. If ***additional answer documents*** are needed, please contact Sharon Marsh at 801.538.7915 at the USOE. Ensure that schools receive enough blue Grade/Class Identification Sheets (Appendix C) for each class or group to be tested. Also check that schools have the purple Building Identification Sheet (Appendix B) and that the information pre-printed on the Building Sheets is correct.
- Step 5.** Once the school test coordinators have received materials, we suggest the use of the Principal's Checklist or a similar document used in your district to record and track materials for return to the district office.
- Step 6.** Ensure that arrangements have been made for any student who requires accommodations for test administration. Make sure large-print and Braille forms are available if needed.

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## Section 6

# Instructions Prior to Test Administration for School Test Coordinators

### What to Do

#### Step 1.

When the test materials arrive at the school, the school test coordinators should inventory the test materials immediately.

**Practice Tests.** Practice tests for grade 3 are provided at [http://www.schools.utah.gov/assessment/info\\_iowa.aspx](http://www.schools.utah.gov/assessment/info_iowa.aspx). Please make copies of the answer sheet for students to use. Be aware that the practice tests contain sample tests for the Complete Battery.

**Student Test Booklets and Answer Documents.** The materials should include one *ITBS* test booklet and one answer document for each student.

**Building Identification Sheets.** In the package of materials, find the purple Building Identification Sheet (Appendix B) that has been pre-identified with your school information. **Do not photocopy this sheet.** This sheet will determine how your building reports will be presented, so it is important to include this sheet in the returned materials. Since there is a limit of twenty letters for a school's name, it is possible that your school's name has been shortened. **Do not make any changes to the pre-printed information on the form.** If the information pre-printed for the school is incorrect, obtain a blank Building Identification Sheet from the district test coordinator and complete it manually.

**Grade/Class Identification Sheets.** There must be a separate Grade/Class Identification Sheet (Appendix C) for each class or group to be tested. If you need additional Grade/Class Identification Sheets, please call your district assessment director. **Do not photocopy this sheet.** This sheet will determine how the class reports will be presented, so it is critical to include it in the returned materials.

#### Step 2.

To report the receipt of materials, fax the packing slip to the district assessment director, who notifies us that you have received the materials. To report shortages, fax the packing slip to the district assessment director and indicate what the shortage is.

#### Step 3.

Be sure you receive the district assessment director's schedule for test administration and return of materials. Inform teachers of the test schedule.

#### Step 4.

Distribute the student test booklets and answer documents to each classroom test administrator shortly before test administration. There should be one test booklet and one pre-printed answer document for the same test for each student. Extra answer documents will be provided for students who do not have a pre-printed document.

- Step 5.** Be sure arrangements have been made for test accommodations for students with an IEP, 504 plan, or ELL designation. Please refer to [http://www.schools.utah.gov/assessment/special\\_needs.aspx](http://www.schools.utah.gov/assessment/special_needs.aspx) for questions regarding these accommodations.

## **Complete Student Identification Information**

Please fill in the demographic information on the *ITBS* answer documents if it is not pre-printed. If the pre-printed information is not correct, please fill in the correct information on a blank answer document.

Instructions for filling in the answer document when needed:

### **Section 1: Student Name**

**LAST NAME:** Write in the student's last name (first eleven letters). Fill in the corresponding alphabet circles above the boxes.

**FIRST NAME:** Write the student's first name in the boxes (first nine letters). Fill in the corresponding alphabet circles above the boxes.

**M:** Write the student's middle initial in the box. Fill in the corresponding alphabet circle above the box.

### **Section 2: Student Identification Number**

**STUDENT I.D. NUMBER:** A District student identification number is required for the Utah NRT. Please check to see if the number pre-printed on the answer document is the correct number that corresponds to the student. If the student does not have a pre-printed answer document, please check to make sure he or she has filled in and bubbled this number correctly. If the student has not filled in the District student identification number, fill it in by writing one number in each box and filling in the corresponding number circle above each box.

### **Section 3: Date of Birth**

**DATE OF BIRTH:**

- Fill in the circle corresponding to the student's birth month.
- Write the student's birthday in the boxes. Fill in the corresponding number circle above each box.
- Write the four digits of the student's birth year. Fill in the corresponding number circles above the boxes.

## **Complete Student Identification Information (continued)**

### **Section 4: Gender**

GENDER: Fill in the appropriate circle.

### **Section 5: Race/Ethnicity**

ETHNIC BACKGROUND: Fill in the appropriate circle. Mark only one category.



To ensure that test results for the Utah Norm-Referenced Testing Program are valid, reliable, and equitable, the same test administration procedures must be used across the state. To provide uniform test administration, test administrators must carefully follow the instructions provided in the Utah custom *ITBS Directions for Administration* manuals.

### **Makeup Tests**

If any students are absent at the time of testing, every effort should be made to give each student the opportunity to take the tests. The deadline for completing the makeup tests for *nine-month schools* for the **2008** assessment is **May 15, 2008**. The deadline for completing the makeup tests for *year-round schools* for the **2008** assessment is **April 18, 2008**. The deadline for completing the makeup tests for *nine-month schools* for the **2009** assessment is **May 14, 2009**. The deadline for completing the makeup tests for *year-round schools* for the **2009** assessment is **April 17, 2008**.

### **Damaged Answer Documents**

If a student's answer document is damaged, please replace it with a new one. Use one of the blank answer documents from your overage materials. Be sure to fill in the demographic information on the new answer document.

**Check Answer Documents after Testing**

The best way to ensure accurate and timely reports is for the classroom test administrator to carefully prepare the answer documents for scoring. Immediately after the testing session, the classroom test administrator will collect the test materials from the students and check the physical condition of the materials, including dark, clear marking on the answer documents. Then, the answer documents should be checked for accurate student identification information. Correct any inaccurate student identification information that has been filled in.

***Physical Condition***

Some conditions interfere with the electronic scoring process and can cause delays, so please check all documents that are to be machine-scored (all used answer documents) for the following:

| <b>If you find any of the following:</b>   | <b>Do this:</b>  |
|--|--|
| <ul style="list-style-type: none"><li>▪ tape of any kind</li><li>▪ Post-it<sup>®</sup> Notes</li><li>▪ staples</li><li>▪ pins</li><li>▪ food</li></ul> | <ul style="list-style-type: none"><li>▪ Remove them.</li></ul>   |
| <ul style="list-style-type: none"><li>▪ stray marks</li><li>▪ light marks for answers</li><li>▪ incomplete erasures</li></ul>                          | <ul style="list-style-type: none"><li>▪ Erase any stray marks.</li><li>▪ Darken response marks so that they fill the circles.</li><li>▪ Complete erasures where the student changed answers.</li></ul> |

Check the student identification information on all answer documents. This information should have been pre-printed on the documents, so make sure the information is correct for each student. Review the data for accuracy and check for legibility of any entries that have been made manually. All marks should be solid and dark.

## Identification Sheets

### *Grade/Class Identification Sheets (Blue)*

The purpose of the Grade/Class Identification Sheet (Appendix C) is to identify how student answer documents should be organized for reporting purposes. The school test coordinator should verify that the teachers correctly completed one Grade/Class Identification Sheet for each class in the school.

### *Test Booklet Security Form*

Complete the Principal's Checklist, or a similar document that works in your district, with the number of student booklets that are being sent back. Indicate the total number of *ITBS*® booklets. Place this form in a separate envelope for return to your district assessment director.

### *Building Identification Sheets (Purple)*

Each school receives two Building Identification Sheets (Appendix B) with the testing materials—one pre-printed sheet is to be returned with the materials to be scored, and the second is extra, to be used if needed. If the Building Identification Sheet has been pre-printed, there should be nothing for you to complete. If the pre-identified sheet is damaged, please complete (1) the Information Box (testing date, district, city, and state), (2) the Building Name, and (3) the Building Code.

## Large-Print and Braille Test Books

It is not possible for the scanners to read the student responses in the large-print or Braille versions of the tests. Please arrange to have student responses made in a large-print or Braille version of the test transferred onto the student's answer documents before returning answer documents to the USOE for scoring. With the Braille versions, refer to the Riverside document *Braille Edition: Supplement to the Directions for Administration* (provided with the Braille versions of the test) for detailed instructions on recording student responses on the answer document. Please be sure the question numbers match; the Braille versions omit some questions that could not be translated into Braille from the standard *ITBS*. Also be sure to complete the student's demographic information. Place the completed answer document in an envelope marked "Braille" together with a completed Building Identification Sheet and a Class Identification sheet.

## Packing Materials

After the school test coordinator has received all the testing materials from the teachers, follow the step-by-step procedures below to prepare materials for shipment to the district office. *A correct stacking diagram is on page 18.*

### **Step 1.        Stack all relevant material together.**

Stack A:

*ITBS Practice Tests*

Practice test directions

Stack B:

*ITBS Directions for Administration*

Stack C:

ALL *ITBS* test booklets

All unused answer documents

Stack D:

Building (School) ID Sheet

Grade/Class ID Sheet

ALL *ITBS* answer documents (completed)

Braille answer documents (if needed) in an envelope marked “Braille”

### **Step 2.        Check the scorable materials (Stack D).**

\_\_\_\_\_ Flip through the stack of student answer documents and check for the following:

- Marking with a No. 2 soft-lead pencil
- Complete and correct gridding of all student demographic information
- Complete erasure of stray marks
- Folds, cuts, or tears

\_\_\_\_\_ Check that all answer documents are assembled with the demographic page facing up with the black side marks lined up on the same side of the stack.

\_\_\_\_\_ Check that the Grade/Class Identification Sheets have been correctly filled in for each class. The total number of completed answer documents must equal the number gridded on the Grade/Class ID Sheets. Place all of the answer documents (*ITBS*) for each class under the corresponding Grade/Class Identification Sheet.

### **Step 3.        Prepare the boxes.** The number of boxes you need will depend on the size of your school, but most schools will need more than one box.

\_\_\_\_\_ Place materials in a rigid, sturdy, 8 ½" x 11" carton with enough packing material to ensure minimal movement of materials inside. Use crumpled paper to protect materials from shifting during transit. Tape all boxes securely with heavy-duty tape. Cellophane and masking tape are not strong enough and are not recommended.

\_\_\_\_\_ If you are reusing the boxes that were used for shipping materials to the school, be certain to cover the original labels with black marker or paper.

**Step 4. Fill the first box.**

\_\_\_\_\_ Position a Grade/Class Identification Sheet on top of the class' completed answer documents. An **entire** class should always be in the **same** box. Do not separate the class into multiple boxes. Each class should be packaged with its Grade/Class Identification Sheet in the same box. Once the box is nearly full, start another box. Repeat for the next class.

\_\_\_\_\_ Put answer documents for the class under the Grade/Class ID sheet. They do not need to be in any special order.

\_\_\_\_\_ Place a Grade/Class Identification Sheet under the Building ID sheet.

\_\_\_\_\_ Place the Building Identification Sheet on the top of all the completed answer documents that are to be scored.

\_\_\_\_\_ Place the Summary of Materials form on the top of all materials.

**Step 5. Pack the remaining boxes.** Continue to fill your boxes by placing a Grade/Class Identification Sheet on top of each class. **Do not split a class between two boxes.**

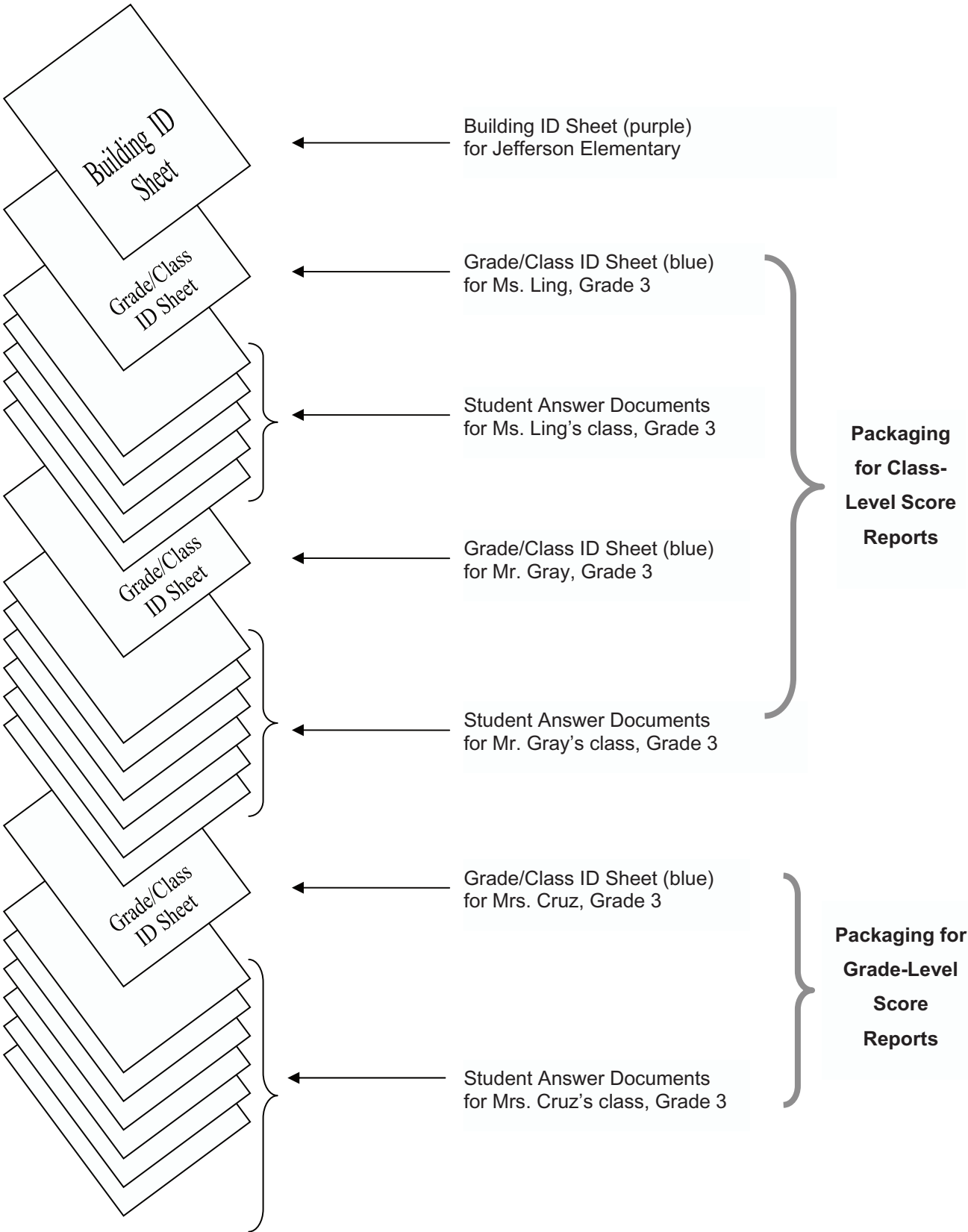
**Step 6. Write "Norm-Referenced Test Answer Documents" on a label.** **Place the label on each box.** Indicate box number \_\_\_\_ of \_\_\_\_ and your school name.

**Step 7. Deliver boxes to the district assessment director.**

**Step 8. Return all test booklets, practice tests, and *Directions for Administration* manuals to the school district office.** The materials will be stored in a secure location for the following year's administration.

# Organizing Answer Documents and ID Sheets for Return

Stacking Diagram



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## **Section 9      Instructions for Sending Answer Documents to the Utah State Office of Education (USOE)**

### **Two Options of Delivery:**

**A).** Once the district assessment director receives the boxes of marked answer documents from the school test coordinators, the district director should finalize the packaging and shipping of materials. The preferred method of delivery is to either hand-deliver the materials to the USOE or send them by a commercial carrier, addressed to:

**Computer Services  
Utah State Office of Education  
250 East 500 South  
Salt Lake City, UT 84111**

\*Please complete and return via fax (801) 538-7845 the Compliance Certification Document and the Assessment Director Checklist in Appendix E pages 24 and 25 (2008 administration) and pages 27 and 28 (2009 administration).

**B).** Send small packages of answer documents through the U.S. Postal Service to the following address. Be sure to include the post office box number and the additional four digits in the zip code.

**Computer Services  
Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200**

\*Please complete and return via fax (801) 538-7845 the Compliance Certification Document and the Assessment Director Checklist in Appendix E pages 24 and 25 (2008 administration) and pages 27 and 28 (2009 administration).

---

## Appendix A

## Checklist of Major Activities

### Before Test Administration

| District Assessment Director   | School Test Coordinator  |
|--|--|
| 1. Receive shipment of test materials.   | 1. Receive test materials from district assessment director.   |
| 2. Inventory quantities in the shipment. If additional quantities are needed, call USOE to request additional materials. | 2. Inventory quantities in the shipment. If additional quantities are needed, call the district assessment director to request additional materials. |
| 3. Read and review the <i>Directions for Administration</i> and the <i>Test Coordinator's Guide</i> .                    | 3. Read and review the <i>Directions for Administration</i> and the <i>Test Coordinator's Guide</i> .  |
| 4. Count out the materials for each school.  | 4. Count out the materials for each class.   |
| 5. Distribute testing materials to each school.  | 5. Distribute testing materials to each class.   |

### After Test Administration

| District Assessment Director                                   | School Test Coordinator   |
|--|---|
| 1. Receive materials from school test coordinators.            | 1. Check answer documents for correct gridding and order of assembly.   |
| 2. Arrange for the secure storage of test booklets.            | 2. Check Identification Sheets for placement and completeness.  |
| 3. Send scorable materials to USOE as referenced in Section 9. | 3. Place answer documents and test booklets into <b>sturdy</b> boxes.   |
|  | 4. Add filler to boxes that are not completely filled.  |
|  | 5. Securely tape the boxes. Number the boxes in sequence (e.g., Box 1 of 3, Box 2 of 3, Box 3 of 3) by grade. |
|  | 6. Send materials to district assessment director.  |



# Appendix B

# Building Identification Sheet



THE RIVERSIDE  
PUBLISHING COMPANY

## BUILDING IDENTIFICATION SHEET

The purpose of this sheet is to identify the building in which the accompanying answer documents were used. One **BUILDING IDENTIFICATION SHEET**, properly filled in, **must** accompany the answer documents for each building in the system.

**Use a #2 pencil to mark this sheet.**

### 1. INFORMATION BOX

Print all of the information requested.

### 2. BUILDING NAME

In the row of boxes at the bottom of the grid, **print the building name as it must appear on all reports**. Abbreviate if necessary. Put only one letter or number in each of the 20 boxes.

Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

### 3. BUILDING CODE

Enter the building code in the boxes at the bottom of the grid and then blacken the corresponding letter or number circle above each box.

**Place this sheet on top of all of the answer documents for this building.**

### 1. INFORMATION BOX

Testing Date \_\_\_\_\_  
MONTH DAY YEAR

System Name \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

### 2. BUILDING NAME

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| A | A | A | A | A | A | A | A | A | A  | A  | A  | A  | A  | A  | A  | A  | A  | A  | A  |
| B | B | B | B | B | B | B | B | B | B  | B  | B  | B  | B  | B  | B  | B  | B  | B  | B  |
| C | C | C | C | C | C | C | C | C | C  | C  | C  | C  | C  | C  | C  | C  | C  | C  | C  |
| D | D | D | D | D | D | D | D | D | D  | D  | D  | D  | D  | D  | D  | D  | D  | D  | D  |
| E | E | E | E | E | E | E | E | E | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  |
| F | F | F | F | F | F | F | F | F | F  | F  | F  | F  | F  | F  | F  | F  | F  | F  | F  |
| G | G | G | G | G | G | G | G | G | G  | G  | G  | G  | G  | G  | G  | G  | G  | G  | G  |
| H | H | H | H | H | H | H | H | H | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  |
| I | I | I | I | I | I | I | I | I | I  | I  | I  | I  | I  | I  | I  | I  | I  | I  | I  |
| J | J | J | J | J | J | J | J | J | J  | J  | J  | J  | J  | J  | J  | J  | J  | J  | J  |
| K | K | K | K | K | K | K | K | K | K  | K  | K  | K  | K  | K  | K  | K  | K  | K  | K  |
| L | L | L | L | L | L | L | L | L | L  | L  | L  | L  | L  | L  | L  | L  | L  | L  | L  |
| M | M | M | M | M | M | M | M | M | M  | M  | M  | M  | M  | M  | M  | M  | M  | M  | M  |
| N | N | N | N | N | N | N | N | N | N  | N  | N  | N  | N  | N  | N  | N  | N  | N  | N  |
| O | O | O | O | O | O | O | O | O | O  | O  | O  | O  | O  | O  | O  | O  | O  | O  | O  |
| P | P | P | P | P | P | P | P | P | P  | P  | P  | P  | P  | P  | P  | P  | P  | P  | P  |
| Q | Q | Q | Q | Q | Q | Q | Q | Q | Q  | Q  | Q  | Q  | Q  | Q  | Q  | Q  | Q  | Q  | Q  |
| R | R | R | R | R | R | R | R | R | R  | R  | R  | R  | R  | R  | R  | R  | R  | R  | R  |
| S | S | S | S | S | S | S | S | S | S  | S  | S  | S  | S  | S  | S  | S  | S  | S  | S  |
| T | T | T | T | T | T | T | T | T | T  | T  | T  | T  | T  | T  | T  | T  | T  | T  | T  |
| U | U | U | U | U | U | U | U | U | U  | U  | U  | U  | U  | U  | U  | U  | U  | U  | U  |
| V | V | V | V | V | V | V | V | V | V  | V  | V  | V  | V  | V  | V  | V  | V  | V  | V  |
| W | W | W | W | W | W | W | W | W | W  | W  | W  | W  | W  | W  | W  | W  | W  | W  | W  |
| X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y  | Y  | Y  | Y  | Y  | Y  | Y  | Y  | Y  |
| Z | Z | Z | Z | Z | Z | Z | Z | Z | Z  | Z  | Z  | Z  | Z  | Z  | Z  | Z  | Z  | Z  | Z  |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8  | 8  | 8  | 8  | 8  | 8  | 8  | 8  | 8  | 8  | 8  |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9  | 9  | 9  | 9  | 9  | 9  | 9  | 9  | 9  | 9  | 9  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

### 3. BUILDING CODE

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |    |    |    |    |    |   |   |   |   |   |   |
| A | A | A | A | A | A | A | A | A | A  | A  | A  | A  | A  | A | A | A | A | A | A |
| B | B | B | B | B | B | B | B | B | B  | B  | B  | B  | B  | B | B | B | B | B | B |
| C | C | C | C | C | C | C | C | C | C  | C  | C  | C  | C  | C | C | C | C | C | C |
| D | D | D | D | D | D | D | D | D | D  | D  | D  | D  | D  | D | D | D | D | D | D |
| E | E | E | E | E | E | E | E | E | E  | E  | E  | E  | E  | E | E | E | E | E | E |
| F | F | F | F | F | F | F | F | F | F  | F  | F  | F  | F  | F | F | F | F | F | F |
| G | G | G | G | G | G | G | G | G | G  | G  | G  | G  | G  | G | G | G | G | G | G |
| H | H | H | H | H | H | H | H | H | H  | H  | H  | H  | H  | H | H | H | H | H | H |
| I | I | I | I | I | I | I | I | I | I  | I  | I  | I  | I  | I | I | I | I | I | I |
| J | J | J | J | J | J | J | J | J | J  | J  | J  | J  | J  | J | J | J | J | J | J |
| K | K | K | K | K | K | K | K | K | K  | K  | K  | K  | K  | K | K | K | K | K | K |
| L | L | L | L | L | L | L | L | L | L  | L  | L  | L  | L  | L | L | L | L | L | L |
| M | M | M | M | M | M | M | M | M | M  | M  | M  | M  | M  | M | M | M | M | M | M |
| N | N | N | N | N | N | N | N | N | N  | N  | N  | N  | N  | N | N | N | N | N | N |
| O | O | O | O | O | O | O | O | O | O  | O  | O  | O  | O  | O | O | O | O | O | O |
| P | P | P | P | P | P | P | P | P | P  | P  | P  | P  | P  | P | P | P | P | P | P |
| Q | Q | Q | Q | Q | Q | Q | Q | Q | Q  | Q  | Q  | Q  | Q  | Q | Q | Q | Q | Q | Q |
| R | R | R | R | R | R | R | R | R | R  | R  | R  | R  | R  | R | R | R | R | R | R |
| S | S | S | S | S | S | S | S | S | S  | S  | S  | S  | S  | S | S | S | S | S | S |
| T | T | T | T | T | T | T | T | T | T  | T  | T  | T  | T  | T | T | T | T | T | T |
| U | U | U | U | U | U | U | U | U | U  | U  | U  | U  | U  | U | U | U | U | U | U |
| V | V | V | V | V | V | V | V | V | V  | V  | V  | V  | V  | V | V | V | V | V | V |
| W | W | W | W | W | W | W | W | W | W  | W  | W  | W  | W  | W | W | W | W | W | W |
| X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X | X | X | X | X | X |
| Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y  | Y  | Y  | Y | Y | Y | Y | Y | Y |
| Z | Z | Z | Z | Z | Z | Z | Z | Z | Z  | Z  | Z  | Z  | Z  | Z | Z | Z | Z | Z | Z |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2  | 2  | 2  | 2  | 2  | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4  | 4  | 4  | 4  | 4  | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5  | 5  | 5  | 5  | 5  | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6  | 6  | 6  | 6  | 6  | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7  | 7  | 7  | 7  | 7  | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8  | 8  | 8  | 8  | 8  | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9  | 9  | 9  | 9  | 9  | 9 | 9 | 9 | 9 | 9 | 9 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |   |   |   |   |   |   |





THE RIVERSIDE  
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**GRADE/CLASS** 9-68191  
**IDENTIFICATION SHEET**

9-68191

The purpose of this sheet is to identify the names of grades and classes in which the accompanying answer documents were used. If class reports ARE to be identified, please complete one of these sheets for each class in each grade, making sure that the **CLASS NAME** and **GRADE** are entered. If class reports ARE NOT required, you must complete these sheets for each grade in a building, leaving the **CLASS NAME** section blank, but entering the **GRADE**.

Use a #2 pencil to mark this sheet.

### 1. INFORMATION BOX

Print all of the information requested.

## 2. CLASS NAME

If a class is to be identified, print the class name in the row of boxes below **as it must appear on all reports**. Abbreviate if necessary.

Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

## 3. CLASS CODE

This optional grid is for customer use.

#### 4. GRADE

At the bottom of this grid, enter the grade and then blacken the corresponding circle above it.

## 5. FORM

At the bottom of this grid, enter the test form and then blacken the corresponding circle above it.

## 6. ANSWER DOCUMENT COUNT

At the bottom of this grid, enter the count of answer documents in this grade/class, using all four boxes. For example, if there are 28 answer documents, enter "0028." Then blacken the corresponding number circle in the column above each of the four boxes.

## 7. SCORING SERVICE ONLY

This is for Scoring Service use only. Do not mark in this screened section.

Place this completed Grade/Class Identification Sheet on top of the answer documents for this class. If class reports ARE NOT required, place this completed Grade/Class Identification Sheet on top of the answer documents for this grade.

[illegible]

| 3.<br>CLASS<br>CODE |   |   |   |   |
|---------------------|---|---|---|---|
|                     |   |   |   |   |
| A                   | A | A | A | A |
| B                   | B | B | B | B |
| C                   | C | C | C | C |
| D                   | D | D | D | D |
| E                   | E | E | E | E |
| F                   | F | F | F | F |
| G                   | G | G | G | G |
| H                   | H | H | H | H |
| I                   | I | I | I | I |
| J                   | J | J | J | J |
| K                   | K | K | K | K |
| L                   | L | L | L | L |
| M                   | M | M | M | M |
| N                   | N | N | N | N |
| O                   | O | O | O | O |
| P                   | P | P | P | P |
| Q                   | Q | Q | Q | Q |
| R                   | R | R | R | R |
| S                   | S | S | S | S |
| T                   | T | T | T | T |
| U                   | U | U | U | U |
| V                   | V | V | V | V |
| W                   | W | W | W | W |
| X                   | X | X | X | X |
| Y                   | Y | Y | Y | Y |
| Z                   | Z | Z | Z | Z |
| 0                   | 0 | 0 | 0 | 0 |
| 1                   | 1 | 1 | 1 | 1 |
| 2                   | 2 | 2 | 2 | 2 |
| 3                   | 3 | 3 | 3 | 3 |
| 4                   | 4 | 4 | 4 | 4 |
| 5                   | 5 | 5 | 5 | 5 |
| 6                   | 6 | 6 | 6 | 6 |
| 7                   | 7 | 7 | 7 | 7 |
| 8                   | 8 | 8 | 8 | 8 |
| 9                   | 9 | 9 | 9 | 9 |
| 1                   | 2 | 3 | 4 | 5 |
| 2                   | 3 | 6 |   |   |

**4. GRADE**  
Enter one grade.

PRE K ☐  
K ☐  
1 ☐  
2 ☐  
3 ☒  
4 ☐  
5 ☐  
6 ☐  
7 ☐  
8 ☐  
9 ☐  
10 ☐  
11 ☐  
12 ☐  
13 ☐  
14 ☐  
15 ☐  
16 ☐  
☐

6. ANSWER DOCUMENT COUNT

|    |    |   |   |
|----|----|---|---|
| 0  | 1  | 2 | 3 |
| 1  | 1  | 1 | 1 |
| 2  | 2  | 2 | 2 |
| 3  | 3  | 3 | 3 |
| 4  | 4  | 4 | 4 |
| 5  | 5  | 5 | 5 |
| 6  | 6  | 6 | 6 |
| 7  | 7  | 7 | 7 |
| 8  | 8  | 8 | 8 |
| 9  | 9  | 9 | 9 |
| 1  | 2  | 3 | 4 |
| 00 | 23 |   |   |

1. INFORMATION BOX

|               |           |          |      |      |
|---------------|-----------|----------|------|------|
| Testing Date  | August 18 | DAY      | 2004 | YEAR |
| Building Name | Utah      | School   |      |      |
| System Name   | Utah      | District |      |      |
| City          | Jackson   | State    | UT   |      |

5. FORM

|   |   |
|---|---|
| 0 | A |
| 1 | B |
| 2 | C |
| 3 | D |
| 4 | E |
| 5 | F |
| 6 | G |
| 7 | H |
| 8 | I |
| 9 | J |
|   | K |
|   | L |
|   | M |

| 7.<br>SCORING<br>SERVICE<br>ONLY |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|
| 0                                | 0 | 0 | 0 | 0 | 0 |
| 1                                | 1 | 1 | 1 | 1 | 1 |
| 2                                | 2 | 2 | 2 | 2 | 2 |
| 3                                | 3 | 3 | 3 | 3 | 3 |
| 4                                | 4 | 4 | 4 | 4 | 4 |
| 5                                | 5 | 5 | 5 | 5 | 5 |
| 6                                | 6 | 6 | 6 | 6 | 6 |
| 7                                | 7 | 7 | 7 | 7 | 7 |
| 8                                | 8 | 8 | 8 | 8 | 8 |
| 9                                | 9 | 9 | 9 | 9 | 9 |
| 1                                | 2 | 3 | 4 | 5 | 6 |



# Utah Performance Assessment System for Students

## Utah Norm-Referenced Testing Program

Teacher:

Mrs. Gomez

School:

Utah School

City (System):

tem): Utah District

[illegible]

| STUDENT I.D. NUMBER |   |   |   |   |   |   |   |   |    |
|---------------------|---|---|---|---|---|---|---|---|----|
| 0                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  |
| 1                   | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  |
| 2                   | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2  |
| 3                   | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  |
| 4                   | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4  |
| 5                   | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5  |
| 6                   | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6  |
| 7                   | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7  |
| 8                   | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8  |
| 9                   | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9  |
| 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| DATE OF BIRTH                        |  |                                     |  |  |
|--------------------------------------|--|-------------------------------------|--|--|
| Month                                | Day  | Year                                |  |  |
| <input type="radio"/> JAN            | <input type="text" value="0"/> <input type="text" value="0"/>            | <input checked="" type="radio"/> 19 | <input type="text" value="0"/> <input type="text" value="0"/>            |  |
| <input type="radio"/> FEB            | <input type="text" value="1"/> <input type="text" value="1"/>            | <input type="radio"/> 20            | <input type="text" value="1"/> <input type="text" value="1"/>            |  |
| <input type="radio"/> MAR            | <input checked="" type="text" value="2"/> <input type="text" value="2"/> |                                     | <input type="text" value="2"/> <input type="text" value="2"/>            |  |
| <input type="radio"/> APR            | <input type="text" value="3"/> <input type="text" value="3"/>            |                                     | <input type="text" value="3"/> <input type="text" value="3"/>            |  |
| <input type="radio"/> MAY            | <input type="text" value="4"/> <input type="text" value="4"/>            |                                     | <input type="text" value="4"/> <input type="text" value="4"/>            |  |
| <input type="radio"/> JUN            | <input type="text" value="5"/> <input type="text" value="5"/>            |                                     | <input type="text" value="5"/> <input checked="" type="text" value="5"/> |  |
| <input type="radio"/> JUL            | <input type="text" value="6"/> <input type="text" value="6"/>            |                                     | <input type="text" value="6"/> <input type="text" value="6"/>            |  |
| <input type="radio"/> AUG            | <input type="text" value="7"/> <input type="text" value="7"/>            |                                     | <input type="text" value="7"/> <input type="text" value="7"/>            |  |
| <input checked="" type="radio"/> SEP | <input type="text" value="8"/> <input type="text" value="8"/>            |                                     | <input type="text" value="8"/> <input type="text" value="8"/>            |  |
| <input type="radio"/> OCT            | <input type="text" value="9"/> <input type="text" value="9"/>            |                                     | <input checked="" type="text" value="9"/> <input type="text" value="9"/> |  |
| <input type="radio"/> NOV            |  |                                     |  |  |
| <input type="radio"/> DEC            |  |                                     |  |  |

SEP 23 1995

**RACE/ETHNICITY**  
(Mark only one)

☐ American Indian or Alaskan Native

☐ Asian

☐ Pacific Islander

☐ Hispanic

☐ Black, not of Hispanic origin

☒ White, not of Hispanic origin

**GENDER**  
☐ FEMALE  
☒ MALE

See the following pages for:

**2008 Testing**

|  |
|--|
| <b>Utah Public School and Charter District</b><br>Compliance Certification in the 2008 Administration of the Iowa Spring Tests |
| <b>Utah's U-PASS PROGRAM</b><br>2008 PRINCIPAL'S TESTING PROCEDURE CHECKLIST   |

**2009 Testing**

|  |
|--|
| <b>Utah Public School and Charter District</b><br>Compliance Certification in the 2009 Administration of the Iowa Spring Tests |
| <b>Utah's U-PASS PROGRAM</b><br>2009 PRINCIPAL'S TESTING PROCEDURE CHECKLIST   |

## Utah State Office of Education: Assessment & Accountability

### Utah Public School and Charter District

Compliance Certification in the **2008** Administration of the Iowa Spring Tests

We, \_\_\_\_\_ and \_\_\_\_\_  
(Superintendent) (District Assessment Director)  
of the \_\_\_\_\_  
School District/Charter, certify and assure that:

1. Prior to the testing window, principals and/or district administrators have trained all school staff who administer The Iowa Tests on appropriate test security practices (e.g., the storage, handling, review of tests and submission of answer sheets), and received acknowledgement signatures of USOE's Board 'Ethics Training' provided at [www.schools.utah.gov/eval](http://www.schools.utah.gov/eval) which includes preparation and staff administration activities, and possible licensing actions for violations of appropriate testing practices.
2. School staff are informed of state deadlines for the return of answer sheets. School staff are also informed that the Iowa Test materials are to be stored at the district level in a secure, locked place for reuse of materials next year.
3. Acknowledgement that all special materials provided for The Iowa Test administration (large print and Braille booklets) and Braille administration materials must be returned to USOE immediately after administration.
4. Acknowledgement that the Riverside practice test for levels 9 and 11 will no longer be used for Grade 3, and that the Utah State Office of Education Grade 3 practice test form can be downloaded from the web and printed for use at district's cost. The USOE practice test will not be distributed in hard copy format to the districts. This only affects the Grade 3 practice test administration.

**WE CERTIFY THAT THE FOREGOING IS TRUE AND CORRECT TO THE BEST OF OUR  
KNOWLEDGE AND BELIEF.**

\_\_\_\_\_  
(Signature, District Superintendent)

\_\_\_\_\_  
date

\_\_\_\_\_  
(Signature, District Assessment Director)

\_\_\_\_\_  
date

RETURN TO ASSESSMENT TEAM AT THE USOE, ATTENTION ERIN COTTEN OR SARAH MOORE AT 801-538-7845 BY JUNE 1<sup>ST</sup>.



## 2008 PRINCIPAL'S TESTING PROCEDURE CHECKLIST

### Utah's U-PASS PROGRAM

Instructions: Complete, sign, and return to **district assessment director** along with the student answer sheets.

#### **Principal: Please Check Each Item When Completed**

- \_\_\_ 1. I have reviewed with **all educators involved with state testing**, the 'Standard Test Administration and Testing Ethics Policy', 'Standard Test Administration and Testing Ethics Training PowerPoint', distributed 'Standard Test Administration and Testing Ethics FAQ's', and received signatures on the 'Standard Test Administration and Testing Ethics Teacher Signature' forms from **all educators involved with state testing**.
- \_\_\_ 2. I have received sufficient test material from the district and recorded counts below. I have distributed sufficient materials to each test administrator.
- \_\_\_ 3. Tests were administered during the dates specified by the state and the district.
- \_\_\_ 4. I personally monitored the administration of tests in my school.
- \_\_\_ 5. After testing, all booklets were checked for misplaced answer documents. Prior to sending answer documents to USOE, a checklist was completed for each batch to ensure that answer documents were ready for scoring.
- \_\_\_ 6. After all testing was completed, I accounted for all test booklets sent to the school and returned them to a secure storage area designated by the district.
- \_\_\_ 7. All student used and unused answer documents and other required forms were returned to the district assessment director.

#### **Count of Materials Received from District Office**

|                           |                             |
|---------------------------|-----------------------------|
|                           | <b>3<sup>rd</sup> grade</b> |
| <b>Student Booklets</b>   |                             |
| <b>Answer Documents</b>   |                             |
| <b>Test Admin. Manual</b> |                             |

#### **Count of Materials Returned to District Office**

|                           |                             |
|---------------------------|-----------------------------|
|                           | <b>3<sup>rd</sup> grade</b> |
| <b>Student Booklets</b>   |                             |
| <b>Answer Documents</b>   |                             |
| <b>Test Admin. Manual</b> |                             |

Describe how, and by whom, the test was administered in your school:

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Please note any testing irregularities which occurred in your school:

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Name: \_\_\_\_\_ School: \_\_\_\_\_  
Type or print

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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date

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(Signature, District Assessment Director)

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Type or print

Signature: \_\_\_\_\_ Date: \_\_\_\_\_













Patti Harrington, Ed.D.  
State Superintendent of Public Instruction

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